



AETC

***Educating And Training
For The 21st Century
... And Beyond!***

July 1997



The Air Force Vision

**Air Force People Building
The World's Most
Respected Air and Space
Force...Global Engagement**



...As Applied To

***Building The World's Most
Respected Education and
Training Organization...
Recruiting, Motivating, and
Preparing Quality Airmen
for America's Air Force.***

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From The Commander



This year we celebrate 50 years of Air Force heritage. In various organizational forms, Air Education and Training Command has played a vital role in giving Air Force people the skills—and the will—to win. Almost four years ago we became AETC, combining training and education into one organization. With this new organization, as throughout our history, our goal is to train and educate the superb men and women of the United States Air Force.



fessional Continuing Education we're a part of an Air Force member's career from beginning to end.

With ongoing initiatives such as the Joint Primary Aircraft Training System, Distance Learning, Modeling & Simulation, and Outsourcing & Privatization, AETC will strive to deliver the best training and education for tomorrow's Air Force—today.

We are known as The First Command because we are the first to touch the lives of Air Force people. Starting with recruiting, we are also responsible for basic military, flying, and operations training. And our mission does not end there. Through Professional Military Education and Pro-

I invite you to explore this magazine and discover what AETC is all about—people. Highly trained and motivated airmen, prepared to serve our nation into the 21st Century and beyond.



A handwritten signature in black ink that reads 'Lloyd W. Newton'.

LLOYD W. NEWTON
GENERAL, USAF





A Success Story



On 1 July 1993, a new command was formed—Air Education and Training Command (AETC) ... the Air Force's newest command. In a very short time, we've blended the "Year of Training" initiatives with the imperative to downsize. The result is a command that meets the needs of our many customers, especially those in our warfighting commands.

Under these new organizational changes, we went from nine bases to 17. After BRAC closures, we now have 13. In addition, we have 10 large training organizations that are tenants at bases operated by other commands. Our number of people has grown from around 50,000 up to over 63,000. When you add our students and contract personnel, on any

given day there are nearly 92,000 people learning, training, and educating within AETC.

From a logistical point of view, the changes we have undertaken have been a big challenge. We moved from six basic training aircraft to over 20 different types of aircraft ranging from the C-5 to the PAVE LOW special operations night helicopter ... a wide variety of hardware to effectively operate and employ for training.



Shown above are the organizations responsible for executing our diverse missions.

On the following pages we will explore the innovative ways these organizations execute our missions and the challenges they face in the dynamic world of Air Education and Training Command.



AETC Missions



Recruiting



Military Training



Operations Training

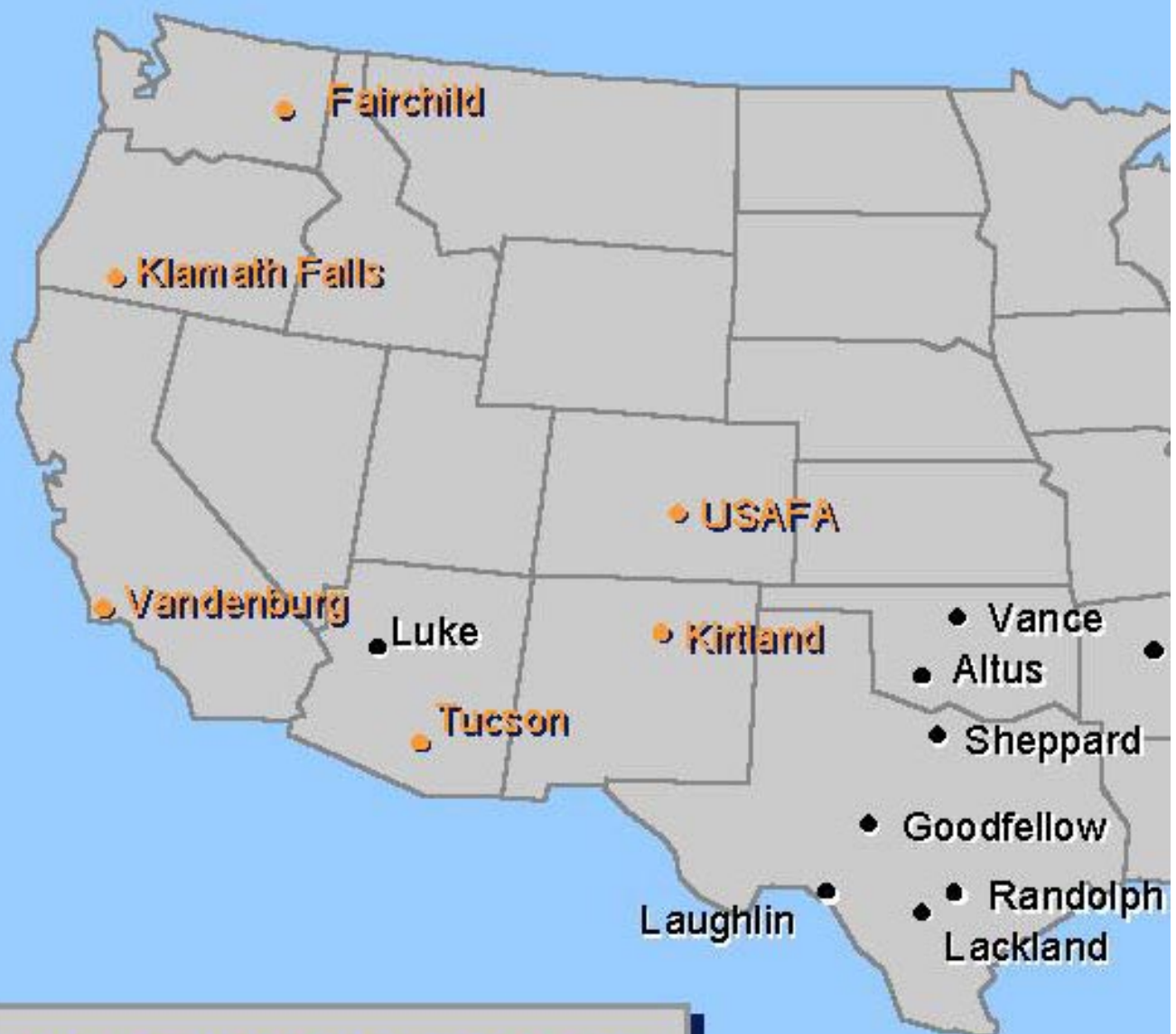


Flying Training



Education



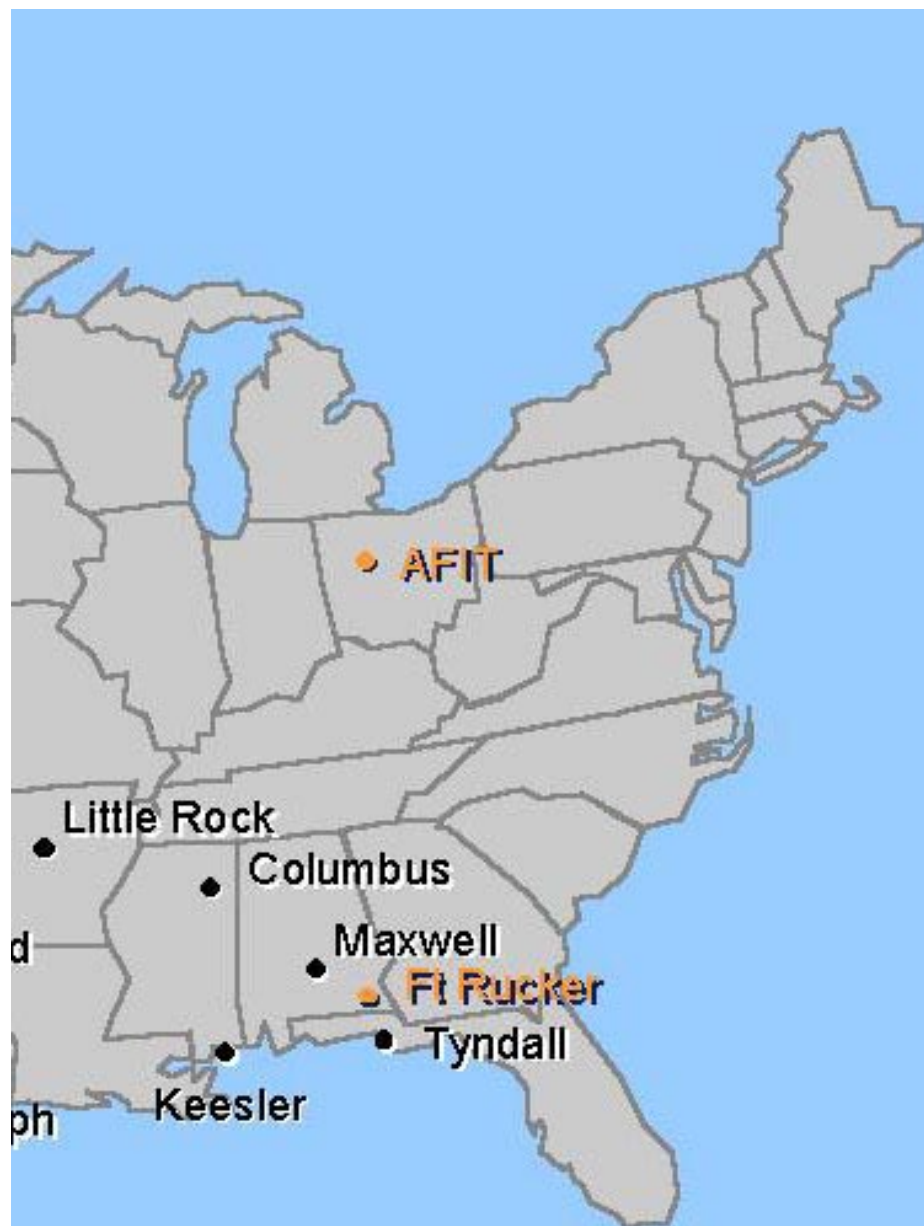


Major AETC Locations

- AETC Bases
- Non - AETC Bases

Plus

900+ Recruiting Offices
144 ROTC Detachments
46 Field Training Detachments





Recruiting



Air Education and Training Command's first mission begins here ... with the Air Force Recruiting Service, headquartered at Randolph Air Force Base, Texas. In the field, there

are highly motivated recruiters stationed at over 900 recruiting offices worldwide, recruiting the young men and women needed to meet the demands of our quality Air Force. Only volunteers are accepted for duty as Air Force recruiters—the “best of the best.”

Last year, more than 99% of the over 30,000 new recruits were high school graduates, and although facing a more difficult challenge this year, our re-



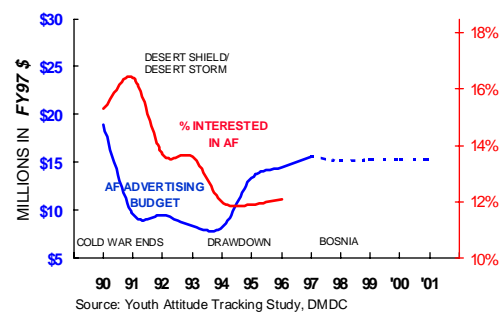
cruiters are striving hard to maintain those same high standards.

Recruiting is one of the most demanding jobs in the Air Force. We select the sharpest people we can find to serve as recruiters—the right kind of people with the right kind of aptitude and attitude. Our recruiters must be the kind of people who can exist without supervision in communities where often they are the only Air Force representative. They must be capable of doing this challenging job for the Air Force in a market place which has changed significantly since the end of the Cold War

and the subsequent downsizing of our military.

Some would argue that drawdown headlines in the newspapers and on television, uncountered by recruiting advertisements, have contributed to decreased interest among our young people in a ca-

Advertising Vs Interest



reer in the Air Force. Many, especially high school students, incorrectly believe we are not hiring or that now is not a good time to begin an Air Force career. Nothing could be further from the truth, but getting the “correct” message out is not easy. As the orange line on the chart above shows, in 1990 we continued to cut our advertising budget from levels maintained throughout the late '70s and early '80s. The drop in advertising dollars is mirrored by a corresponding drop in high school seniors who say they have an interest in an Air Force career. With help from Congress, our advertising budget will increase slightly in the next few years, but the challenge doesn't end here!



To help boost minority recruiting, we are using initiatives like our “Gold Bar” program—a recruiting initiative that sends a diverse group of new, second lieutenant, ROTC graduates to speak to young people about Air Force career opportuni-



ties. A projected 77 “gold bars” will go out to high schools, colleges, and communities in the coming

year to talk about opportunities in the Air Force. This program should pay big dividends in the future.

For a number of reasons, many who start college do not finish (only 55 percent who start, finish a four year degree). But whether they finish or not—everyone needs a job. And, we in the Air Force have jobs to offer those who qualify.

“Recruiting belonging only to recruiters” is a paradigm we are working hard to change. Recruiting belongs to the “whole team”—the Air Force team—all the men and women wearing the blue uniform.





Military & Operations Training



The first stop for all Air Force, Air National Guard, and Air Force Reserve enlisted personnel is basic military training at Lackland Air Force Base, Texas. More than 30,000 new recruits will complete

this intensive, six-week program this year, which emphasizes discipline, physical fitness, and academic instruction in Air Force organization, history, standards of conduct, and quality Air Force principles.

Following basic military training, all airmen are sent directly to operations training schools. AETC's Second Air Force, headquartered at Keesler Air Force Base, Mississippi, is the focal point for the execution of basic military training, initial skills training, and advanced operations training for our enlisted force and support officers. This is a significant change from the past, when initial skills train-



ing—the training airmen received between the time they entered Lackland and the time they reported to their first operational assignment—was everybody's business. There was a robust system of nearly 150 field training detachments (FTDs) set up at operational locations all across the United States and overseas during the height of the cold war. It was a system supported predominantly at

the gaining command's expense. The "Year of Training" gave us an opportunity to change this process. We began consolidating training and modernizing our equipment at our schoolhouses with new, front-line equipment from operational units such as F-16s, F-15s, and C-141s. These initiatives plus our ability to bring training to bases via the Air Technology Network (a compressed digital video service



with one-way video and two-way audio) have allowed us to reduce the number of FTDs. We now have regionalized FTDs, which exploit and preserve the drawdown's achievements by servicing the needs of several bases within a region.

This new training philosophy has brought about the one major change ... AETC has the primary responsibility for ensuring airmen arrive at their first assignment "mission ready"—ready to perform their jobs as fully qualified apprentices. Take for example the new three-phased program set up for airman selected to become crew chiefs. Phase I covers safety procedures, technical orders, and general subject matter knowledge. Phases II and III provide "hands-on" training, allowing maintainers the opportunity to work on the actual aircraft type to which they will be assigned and certifying them for dozens of individual tasks.

Initial skills training, also known as three-level training, guarantees all enlisted personnel enter the op-

erational Air Force on a level playing field with the right skills and the right attitude required to perform their jobs.

It doesn't stop here. We're also building seven-level, or craftsman courses, for advanced continuation training later in an airman's career. These courses will serve as a "rite of passage" for airmen progressing from journeyman, the line worker, to craftsman and supervisor. At this point in an airman's career he or she will return to the formal training environment to learn about innovations in their career field. We want them to take a functional look at how they contribute to the squadron, wing, and Air Force missions. This seven-level sabbatical will aid our enlisted personnel to manage the increased responsibilities commensurate with



growing operations and supervisory skills and career progression.

Second Air Force conducts the majority of its training at five bases—Goodfellow, Keesler, Lackland, Sheppard, and Vandenberg. Each base is responsible for a portion of the formal operations training needed to accomplish the Air Force mission. Examples of this training are: aircraft maintenance, civil engineering, medical, radar, computer, avionics, security police, intelligence, and space and missile.

Special training for other agencies is also conducted

at three of Second Air Force's bases. All Department of Defense weather observers and forecasters are trained at Keesler AFB. Lackland AFB is the only location for training dogs and dog handlers for the Department of Defense and the Federal Aviation Administration. Also located at Lackland is the Inter-American Air Forces Academy (IAAFA). This distinctive school has more



than 160 courses in aviation specialties, including resource management and flying preparation taught in Spanish. Each year, we graduate over 750 students from 25 Western Hemisphere countries. Goodfellow Air Force Base, Texas, is the hub of Air Force intelligence training. Historically, almost one-third of Goodfellow's graduates have been from our sister services and allied nations. Goodfellow also operates the world's premier fire protection training facility training fire protection specialists for the Department of Defense.





We've made big gains in using quotas, collocating, and consolidating multiservice or joint training with the Army, Navy, and Marine Corps. Since the creation in 1972 of the Interservice Training Review Organization (ITRO), military organizations frequently meet to discuss course criteria, cost, and perceived shortfalls. Initially, ITRO looked at individual courses one by one. Now, we're looking at courses by broad functional areas and asking what should we change to better bring courses together



to do things more efficiently and jointly. From our reviews, we reached strong consensus that the greatest potential for conducting joint training lies in common initial skills training ... training in which new personnel are given a foundation from which to launch into service specific training.

The ITRO process has allowed us to establish a lot of great training within our command in conjunction with our sister services. At Goodfellow, we conduct joint firefighting courses, joint intelligence principles courses, and more. We have a multiservice weather school for enlisted and officers at Keesler for all services except the Army. At Lackland, we have a law enforcement school where all the "cops" for the Air Force and the Navy are trained. Likewise, the other services welcome Air Force students into their classrooms. The Army teaches welders at the Aberdeen Proving Ground in Maryland and Morse code for SIGINT people

at Fort Huachuca in Arizona. The Navy teaches metal working in Memphis, and so on. There are many more examples of multiservice or joint training going on in the Air Force and other services today. From the Air Force point of view, roughly a quarter of our new enlisted folks who come out of boot camp at Lackland each year will go into the multiservice or joint environment for their initial operations training, and through other initiatives in the works now, this amount will likely approach 50 percent within just a few years.

In a nutshell, the Second Air Force provides the vital first step for our airmen on the road to carrying out the missions of our warfighting commands.



Flying Training



A ETC's most well-known mission, flying training, is conducted by Nineteenth Air Force, headquartered at Randolph Air Force Base, Texas. The men and women of Nineteenth Air Force have responsibility for the complete training of aircrew members from the time they enter flight screening until the time they arrive at their first operational base "mission ready." Nineteenth Air Force is by far the largest numbered air force in the United States Air Force with over 1,500 aircraft and an annual flying program of over 493,000 hours. Flying training is conducted at 14 locations.

Pilot candidates enter our Specialized Undergraduate Pilot Training (SUPT) program—a three-phased program that begins with the Flight Screening program, conducted in the Air Force's newest trainer aircraft, the T-3, at Hondo, Texas or the Air Force Academy in Colorado Springs. The T-3 is a fully aerobatic aircraft able to perform many of the maneuvers required of student pilots in later phases of pilot training. With the T-3, we are able to spot, earlier in the program, student pilots who are likely



to have problems with more complicated types of flight maneuvers. This is a big step forward and will result in overall cost savings because of re-

duced attrition in the T-37 phase of training. Class standing at the end of the T-37 phase determines which advanced track students may elect to pursue. The choices are: Airlift-Tanker, Bomber-Fighter, or Rotary Wing.

Students selecting the Airlift-Tanker track fly the T-1. Introduction of the T-1 has allowed us to move from the time-honored pilot training philosophy of "one pilot for all seasons"—a very expensive way



of approaching our business—to one of specialized pilot training. In the T-1, prospective airlift and tanker pilots learn crew and flight deck resource management in a high-tech cockpit similar to what they can expect to find in the Air Force's most sophisticated operational aircraft. Additionally, pilots are introduced to operational mission profiles, including air-to-air refueling, air drop, and radar positioning and navigation. The results of this training are phenomenal. Overall attrition has been reduced, and the operational commands like our product!

Because of the T-1, airlift and tanker pilots no longer train in the T-38. This is significant, because for all practical purposes, we have gained another new aircraft—the T-38. Although we've been flying it for over 30 years, we are now able to use it more for tasks for which it was designed...combat applications for our Bomber-Fighter pilot students. In the Bomber-Fighter track, the T-38 syllabus in-



cludes more low level, formation, and tactical maneuvering. By imparting operational flying experi-



ences and combat philosophies earlier in a pilot's flying career, we are taking some of the training load off the operational commands.

In the Rotary Wing track, students fly the UH-1 during a two-phase program at Fort Rucker, Alabama. Contract instructors teach the first five weeks



of helicopter training followed by 14 weeks of instruction by Army and Air Force instructors.

Just as in technical training, we are committed to increasing joint ventures with our sister services in flight training. After General Colin Powell's (former Chairman of the Joint Chiefs) Roles and Missions Report, the services were directed by then Secretary of Defense Les Aspin to put our initial fixed wing aircraft training—known as our primary train-

ing—together and transition to a common primary training aircraft ... the Joint Primary Aircraft Training System (JPATS).



The JPATS aircraft selection is now complete. The winner is the Beechcraft Mk II. Although the first JPATS sortie is scheduled in the future, joint training is well underway at Whiting Field near Pensacola, Florida and Vance Air Force Base near Enid, Oklahoma. Both of these squadrons have instructors and students from each of the services. The number one job in each squadron regularly rotates between Navy and Air Force officers. As we expand this program in the coming years, we anxiously await the arrival of the JPATS aircraft to complete the vision that was originally anticipated when this initiative began.

Another initiative which the services have jointly pursued is taking place at Corpus Christi Naval Air Station and Vance Air Force Base. The Navy is training future Air Force C-130 pilots in its T-44 turbo-prop aircraft, and the Air Force is training future Navy E-6 (Boeing 707) pilots in the T-1.

Navigator training has been partially joint for a number of years, both at Mather Air Force Base, California, through 1993, and at Randolph Air Force Base, Texas now. In addition to Air Force, Reserve, Air National Guard, and international student navigators, we train in the T-43 all Navy and Marine Corps "panel" navigators—those going to large air-

craft such as the P-3. After a core program, Bomber-Fighter training currently begins at Randolph with a T-37 Top-off program. Top-off is designed to hone aircraft skills required for more advanced follow-on flight training at Naval Air Station, Pensacola, Florida. Joint Bomber-Fighter training uses specially modified T-39s equipped with F-16 radars for intercept and low level training, plus T-2 aircraft for basic fighter maneuvers.

Two joint navigator training initiatives are in place. Core training takes place in the Navy's primary program at Naval Air Station, Pensacola, Florida. Electronic Warfare Officer (EWO) training takes place



at Corry Station, Florida. Primary training familiarizes students with basic aviation skills such as situational awareness and communications in the T-34 aircraft. Navy and Air Force students "track select" either "panel" navigation assignments or Bomber-Fighter assignments at the end of primary training. We're excited about joint navigator training initiatives and look forward to an increased partnership with the other services.

The formation of our command brought with it the new responsibility of training combat crews. Nineteenth Air Force provides nearly all our graduates with follow-on training in their specific major weapon systems. Students assigned to fighter aircraft receive an introduction to fighter fundamen-



tals in the AT-38 at Columbus, Randolph, or Sheppard Air Force Bases. Then they proceed to Tyndall Air Force Base, Florida or to Luke Air Force Base, Arizona to train in the F-15 or the F-16 respectively. Air National Guard F-16 training is conducted at Kingsley Field in Klamath Falls, Oregon and at Tucson International Airport in Arizona. Combat crew training for the C-5, C-141, C-17, and KC-135 aircraft is taught at Altus Air Force Base, Oklahoma. Follow-on training in the HC-130, UH-1, MH-53, and MH-60 is conducted at Kirtland Air Force Base, New Mexico. In April 1997, Little Rock Air Force Base joined the AETC family, training C-130 pilots for service in the Air Force and our sister services.

The men and women of Nineteenth Air Force take seriously their responsibility of making the Air Force's vision of "Global Engagement" a reality.





clearly working toward separate goals.

We found we needed to mesh together education and training. One major change came with the consolidation of all stateside enlisted professional military education (PME) and placed under the auspices of the College for Enlisted PME at Maxwell AFB. Now, all enlisted PME schools—Airman Leadership School, NCO academies, and the U.S. Air Force Senior NCO Academy—receive educational policy and curricula from one organization.

The College for Enlisted PME ensures our enlisted force receives leadership and management skills at the right time in their careers. For instance, technical sergeants attend a six-week course at NCO



academies. The program provides an understanding of supervisory responsibilities and more in-depth knowledge of the military. Senior master sergeants attend the college's Senior NCO Academy at the Maxwell Air Force Base Gunter Annex. This eight-

Education

week leadership workshop is a prerequisite for promotion to chief master sergeant.

The Community College of the Air Force is also under the operational control of Air University. The



college provides unique educational opportunities to all airmen. It integrates on-duty technical instruction with off-duty education at civilian institutions, granting a two-year Associate's Degree in Applied Science upon completion.

With the closer coordination of education and training, we've built a more structured enlisted career flow, making things happen in residence at the right time. Skill progression, professional military education, and promotions are blended together into one continuum that has more logic and timeliness to it.

Air University's PME courses for officers are also targeted for the right time in an officer's career. Squadron Officer School, a seven-week course for captains with five to seven years of service, is designed to sharpen leadership, officership, and communicative skills. Air Command and Staff College, for majors and major selectees, prepares officers for greater leadership roles and understanding of staff responsibilities. The last of Air University's officer PME courses is Air War College. This course focuses on warfighting and national security issues,

with emphasis on the effective employment of aerospace forces in joint and combined combat operations.

Air University assumed responsibility of Air Force Reserve Officer Training Corps (ROTC) and Of-



ficer Training School (OTS), at Maxwell Air Force Base, after the formation of AETC. University programs will lead to the commissioning of 2,000 new officers this year at 144 ROTC detachments located at colleges and universities all across the nation. This is a significant addition to Air University responsibilities. At OTS, commissioning line officers is only half of what they do—the other half is the Military Orientation and Indoctrination programs for chaplains, staff judge advocates, and health profession and medical service officers.



These programs will provide initial military training for some 2,800 new Air Force officers this year.

The Ira C. Eaker College for Professional Development also falls under the purview of Air University. The college conducts courses for a variety of areas, including legal and chaplain training. Almost 6,000 students graduate from these short courses annually. One of the college's most visible programs is the Commanders' Professional Development School. The school conducts formal courses for wing commanders, support and logistics group commanders, and operations and support squadron commanders. These courses provide attendees with a wide variety of information on current Air Force leadership and management issues, including specific training concerning command responsibility, accountability, and discipline. Attendees also learn practical skills which will enhance their ef-



fectiveness as new commanders. In the past, the courses were normally attended by commanders within the first six months of their command; however, participants in the CORONA SOUTH '95 conference agreed to make "pre-command" training mandatory for all commanders. The plan calls for wing and group commanders to attend courses at Air University. Squadron commanders will attend training provided by their MAJCOM, using Air University core curricula.



Air University's College of Aerospace Doctrine, Research, and Education is responsible for the Joint Force Air Component Commander (JFACC) Course and the Joint Flag Officer Warfighting



Course (JFOWC). Both of these courses are used to prepare general officers for joint duty. The courses are owned by the four Service Chiefs.

Air University also has oversight of the Extension Course Institute. The Institute conducts the largest correspondence program in the world. It offers more than 400 courses for Active Duty, Reserve, Air National Guard, and other federal employees.

In an effort to bring all Air Force degree-granting programs (excluding the Air Force Academy) under one headquarters, Air University also assumed responsibility of the Air Force Institute of Technology (AFIT) at Wright-Patterson Air Force Base, Ohio. AFIT provides opportunities for graduate education, with selected individuals attending graduate-level courses at AFIT or at civilian institutions.

AFIT also makes major contributions to solving Air Force problems through consulting and research. A very good example of this organization's ability to respond to Air Force need can be seen through an initiative of the Civil Engineer and Ser-

vices School. Seeing the need for new environmental education, stemming from the Clean Air Act Amendments of 1990, AFIT's Civil Engineer and Services School began developing an air quality management course in the summer of 1993. When the Interservice Training Review Organization (ITRO) began its review of environmental courses in September 1993, AFIT's proposed air quality course was quickly embraced as the single course capable of meeting the needs of all services. To date, the Civil Engineer and Services School has provided professional consulting services for over



300 different DoD customers, involving 800 million dollars worth of military construction and environmental projects.

Air University used its unique educational resources to form the Air Force 2025 team. The Chief of Staff of the Air Force tasked Air University to look 30 years into the future. The team identified ten capabilities and six high-leverage technologies as the best investments to ensure the United States continued air and space dominance. The study has been lauded as the tool to lay out the paths toward the most promising capabilities in building America's 21st Century Air Force.

While the rest of AETC is primarily responsible for the technical know-how, Air University grooms the innovative thinking our Air Force needs for the future. It is through our education programs, more than any place else, where we motivate our people to understand and to shoulder the special trust our country has in our Air Force. Air University makes sure the education process is done right all the time ... every time.





Other Responsibilities

In addition to our major missions, AETC is also responsible for several other important missions. The most significant of these is medical services. Air Education and Training Command has the largest medical operating budget in the Air Force, with



the two largest medical facilities: the 59th Medical Wing (Wilford Hall Medical Center) in San Antonio, Texas, and the 81st Medical Group (Keesler Medical Center) in Biloxi, Mississippi. The commanders of both of these medical facilities are Department of Defense (DoD) lead agents for the new Tricare program, a managed care program. The 59th Medical Wing is lead agent for region VI and the 81st Medical Group is lead agent for region IV. As lead agents, they will be responsible for providing health care services for over 1.5 million beneficiaries.

Air Education and Training Command is also deeply involved in training medical personnel for our Air



Force's future needs. We are responsible for providing 85% of the Air Force's graduate dental education, more than half of our graduate medical education, and nearly 90% of the Air Force's enlisted medical training.

Another AETC mission that receives little fanfare is Air Force Security Assistance Training. Air Education and Training Command is the executive agent for United States Air Force-sponsored training to the armed forces of foreign nations. Each year, we conduct programs for flying, technical, medical, and



basic military training for some 6,000 international students from more than 150 countries. A number of these students who attend our training first graduate from the Defense Language Institute English Language Center at Lackland AFB, a DoD agency responsible for the management and operation of the Defense Language Program. The Institute will graduate 2,100 students this year.



Air Education and Training Command stands ready and willing to take on readiness responsibilities. Our command deploys personnel from nearly every specialty to provide a wide variety of assistance to the-

system to bring more than 382,000 individual reservists back to active duty to meet wartime personnel requirements.

AETC's other missions—medical services, secu-



AETC Personnel Deployed



ater combat forces. Over the past year, AETC personnel have deployed to most major on-going JCS operations from JOINT GUARD to SOUTHERN WATCH. We are an integral part of the Air Force's

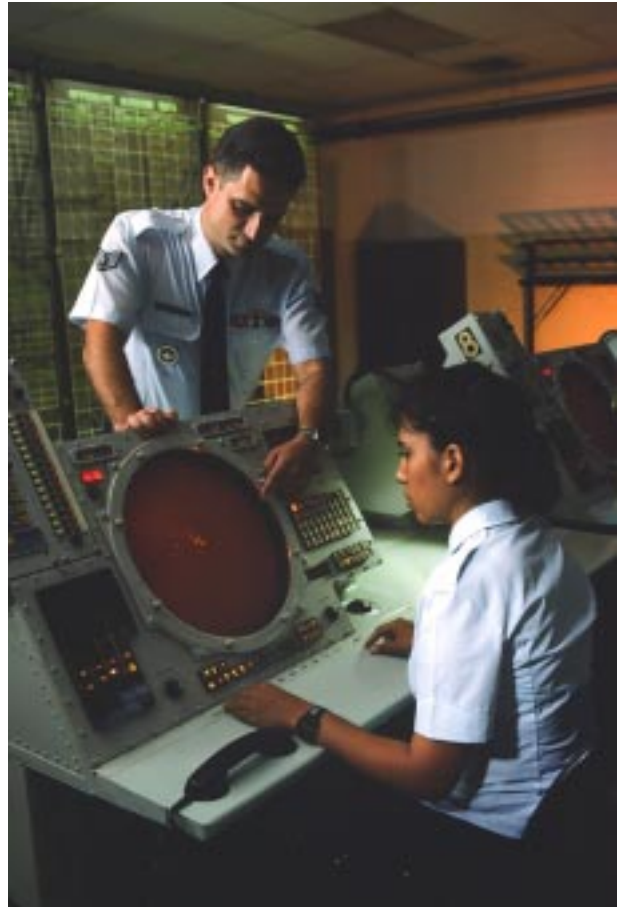
rity assistance training, and readiness—are very important to our Air Force, our country, and the world. Simply put ... they are missions of little notoriety with a "big impact."





Our Final Message

At Air Education and Training Command, we're the first to touch the lives of most Air Force members as we provide the foundation upon which to build the future of our Air Force. Our product—trained and educated people—is the most valuable resource the Air Force has. We recruit,

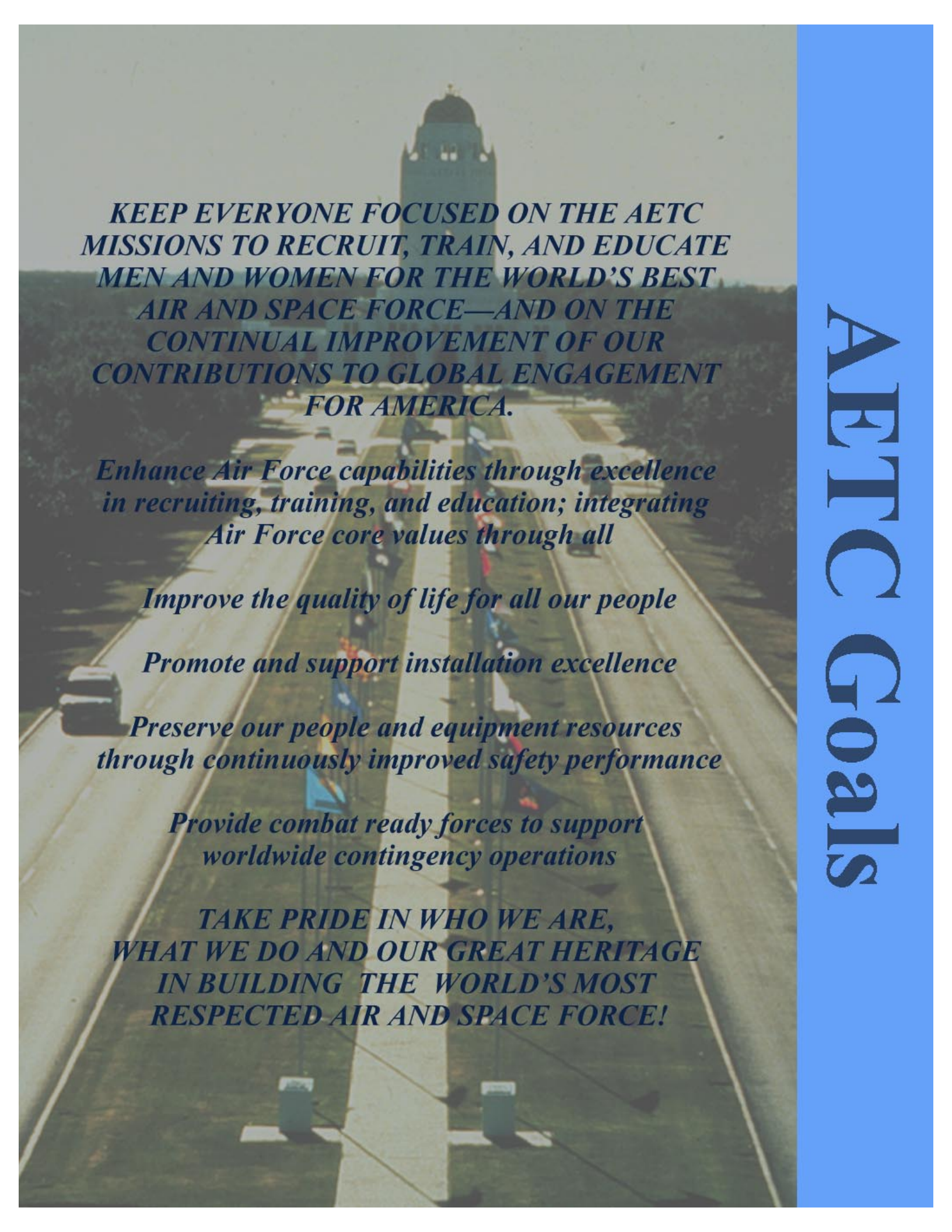


in our efforts to recruit, educate, and train quality airmen who will leave our command with the skill and will to “fight and win” as warriors in the world’s greatest Air Force!

access, educate, and train those people before we send them—mission ready—to every major command ... ACC ... AFMC ... AFSOC ... AMC ... PACAF ... USAFE ... AFSPC.

It is our goal to be the best—an education and training organization earning respect worldwide for our top quality programs and graduates. We will continuously improve on what we are doing...diligent





**KEEP EVERYONE FOCUSED ON THE AETC
MISSIONS TO RECRUIT, TRAIN, AND EDUCATE
MEN AND WOMEN FOR THE WORLD'S BEST
AIR AND SPACE FORCE—AND ON THE
CONTINUAL IMPROVEMENT OF OUR
CONTRIBUTIONS TO GLOBAL ENGAGEMENT
FOR AMERICA.**

*Enhance Air Force capabilities through excellence
in recruiting, training, and education; integrating
Air Force core values through all*

Improve the quality of life for all our people

Promote and support installation excellence

*Preserve our people and equipment resources
through continuously improved safety performance*

*Provide combat ready forces to support
worldwide contingency operations*

**TAKE PRIDE IN WHO WE ARE,
WHAT WE DO AND OUR GREAT HERITAGE
IN BUILDING THE WORLD'S MOST
RESPECTED AIR AND SPACE FORCE!**

AETC Goals



***THE
FIRST
COMMAND***

